



2019-2020 School Action Fund - Planning
COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID

Authorizing legislation

Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

July 1, 2019 to July 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Duncanville ISD / Alexander EL** CDN **057-907** Vendor ID **1756001336** ESC **10** DUNS **081551483**

Address **710 S. Cedar Ridge Dr.** City **Duncanville** ZIP **75137** Phone **972-708-2000**

Primary Contact **Catherine Sewell** Email **csewell@duncanvilleisd.org** Phone **972-708-2000**

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Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name **Dr. Marc Smith** Title **Superintendent**

Email **marcsmith@duncanvilleisd.org** Phone **972-708-2000**

Signature  Date **4.26.19**

Grant Writer Name **Catherine Sewell** Signature  Date **4/29/19**

☐ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # **701-19-107** SAS # **438-20**

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Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
More than half (56%) of Alexander Elementary educators have taught in their assigned grade level five years or less. There is a need to place the most experienced and knowledgeable educators at the campus to implement reform.	Create a strategic staffing model to employ effective educators: (1) Select and implement training to develop campus leaders dedicated to the campus vision and mission; (2) Establish recruitment and interview processes to employ educators with demonstrated records of success; and (3) Focus T-TESS evaluation components on campus priorities.
On the 2018 STAAR, 64% of 3rd graders and 62% of 4th graders approached standards in Reading, and 58% of students in 3rd and 4th grade approached standards in Math. There is a need to improve student achievement.	Restructure the academic plan to increase student achievement: (1) Attend training to use ACE analytics to make instructional decisions; (2) Create assessment calendar; (3) Establish vertical content area teams; (4) Redesign intervention schedules to extend learning time; (5) Create coaching model.
Alexander students who failed to meet state standards on STAAR reported more discipline incidents and absences than students passing the assessment. There is a need to engage disconnected youth in school.	Develop a positive school culture to increase student success: (1) Select program promoting a positive belief system in children of poverty; (2) Attend training in character education program; (3) Conduct student lessons/family events; and (4) implement celebrations tied to achievement of student and school goals.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of May 2020, the Duncanville ISD Board of Trustees will approve an Alexander Elementary Improvement Plan that utilizes Accelerating Campus Excellence (ACE) components to increase student achievement and school success.

Goal 1: Increase the number of highly qualified and effective students teaching in Alexander Elementary School in the 2020-21 school year by 50%.

Goal 2: Increase the number of Alexander Elementary students approaching grade level expectations on 3rd and 4th grade Reading and Math sections of the 2021 administration of STAAR to achieve 80% mastery.

Goal 3: Decrease the number of student discipline incidents reported at Alexander Elementary in the 2020-21 school year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Improvement Committee: (1) School Action Grant Coordinator hired; (2) Alexander Elementary Improvement Committee formed; (3) Improvement committee meetings held to learn about evidence-based ACE program components; (4) Leaders attend ACE training; (5) Coordinator attends TEA School Action Grant meetings; (6) Student and school data analyzed using ACE data analytics; (7) Grant Blueprint created; (8) Project-level data analyzed and adjustments made to Blueprint.

Increase Highly Qualified Teachers: (1) Select training to transform Alexander Elementary educators into campus leaders dedicated to the campus vision and mission; and (2) Campus educators attend leadership training.

Increase Student Achievement: (1) Provide training in the use of ACE analytics to make instructional decisions; and (2) Create assessment calendar for common assessments and STAAR exams.

Create Positive Culture: (1) Select program promoting positive behavior; (2) Attend character education program training.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Improvement Committee: (1) Attend ongoing ACE meetings and training; (3) Coordinator attends Texas Education Agency Grant meetings; (4) Review project-level data and make adjustments to Blueprint; (5) Submit formative reports to Duncanville ISD Improvement Committee (DIC).

Increase High Quality Teachers: (1) Work with Human Resources and partners to establish recruitment and interview processes to employ effective educators; (2) Publish Alexander Elementary staffing process and procedures.

Increase Student Achievement: (1) Establish vertical content area teams; (2) Review and revise curriculum and instruction vertically; and (3) Restructure school schedule to implement PLC meetings for content area teachers across grade levels.

Create Positive School Culture: (1) Complete training in character education program; and (2) Create curriculum document as model outlining campus character education lessons for each grade level.

Third Quarter Benchmark

Improvement Committee: (1) Attend ongoing ACE training; (2) Review project-level data and make adjustments to Blueprint; (3) Create Alexander Elementary Improvement Plan; (4) Submit plan to DISD Improvement Committee for review, recommendations, and approval; (5) Submit improvement plan to Superintendent and Board of Trustees for review, recommendations, and approval; and (6) Communicate Improvement Plan to community.

Increase High Quality Teachers: (1) Recruit and interview highly qualified educators at Alexander Elementary.

Increase Student Achievement: (1) Attend training on best practices for high need learners; (2) Work with partners to develop instructional coaching model; and (3) Publish coaching model.

Create Positive School Culture: (1) Create an incentive program matching campus celebrations to reward student achievement of personal and academic goals.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Duncanville ISD and the Best of Class Coalition propose to work together to develop an ACE or ACE-like model to increase student achievement for PK-4th graders enrolled in Alexander Elementary School. During the 2019-20 school year, partners will plan bold, evidence-based school actions to transform the low performing school into a high expectation, high achievement campus. The district will work with campus leaders to form an Alexander Elementary Improvement Committee to collect and analyze data and make necessary adjustments and modifications to meet project goals.

Project Evaluation Data: Under the direction of the DISD Chief Academic Officer, the improvement committee of stakeholders including district and campus educators, parents, educational partners, and community members will develop a School Action Grant Blueprint. The plan will include SMART goals, objectives, action steps, personnel, resources, dates for data collection and analysis, and performance targets for each quarter of the project period. The project plan will address all TEA mandatory performance measures to generate reliable data on the effectiveness and efficiency of the School Action grant program. DISD agrees to collect data and comply with any evaluation requirements requested by the TEA.

Necessary Adjustments: The Chief Academic Officer will guide the Alexander Elementary Improvement Committee in utilizing Site-Based-Decision-Making processes to monitor the implementation of the planning project. The team will meet at the end of each quarter to review project-level data and participant feedback. Data monitored to evaluate the program implementation will include: ACE partnership meetings and trainings; professional development sessions; creation of staffing, curriculum and instruction and family engagement models; and creation of community engagement surveys. The campus-based committee will use the data and feedback to revise grant activities and associated benchmarks to meet performance outcomes at the end of each quarter and to achieve the SMART goal by the end of the grant period.

Communication: The Alexander Elementary Improvement Committee will present formative evaluation reports to the DISD Improvement Committee (DIC) each nine weeks. The campus-based team will submit a summative report and the proposed campus improvement plan to the DIC in the spring of 2020. The district-level team will use the summative report to recommend revisions to the proposed plan. The Alexander Elementary Campus Plan will be submitted to the Superintendent and Board of Trustees for final approval in May of 2020.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.
- ☐ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- ☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- ☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.
- ☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- ☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- ☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- ☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.
- ☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- ☒ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- ☐ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- ☐ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 9 and address the six questions below:

1)

The School Action Plan: Under the direction of the Chief of Elementary Schools and campus Principal, the Alexander Elementary Improvement Committee will create an Alexander Elementary Improvement Plan of school goals and objectives, critical success factors, school actions with associated resources, personnel, and performance targets. The plan will include a separate timeline for the three school goals specified by the needs assessment: (1) increase the number of high-quality educators; (2) improve student achievement in Reading and Math; and (3) create a positive school culture. The plan will outline dates for data collection and analysis and benchmarks to be completed quarterly for each goal. The Chief of Elementary Schools will guide the Improvement Committee in using the improvement plan to monitor the attainment of grant goals and objectives each quarter.

Implement School Support Activities: The Director of Innovation will oversee project implementation including attending TEA meetings to learn about school action models, Best in Class meetings to learn about evidence-based ACE program components, and Improvement Committee meetings to lead school actions. The Grant Coordinator will oversee day-to-day project activities. Using the grant blueprint, the Coordinator will provide resources and support to educators in planning an ACE model that meets Alexander Elementary goals for reform. The Coordinator will also be responsible for providing meeting agendas, sign-in sheets, evaluation forms, and participant surveys at each grant meeting. The Coordinator will work with the Director of Innovation to create Alexander Elementary Improvement Committee reports and to complete TEA reporting tasks.

Celebrations: The Grant Coordinator will work with the Principal to coordinate celebrations of school success related to achieving grant performance targets. The campus website will communicate celebrations and events to stakeholders.

2)

All DISD Title I, Part A Campuses are designated as Schoolwide campuses and are able to use Title I, Part A funds to supplement services, programs and activities that impact the entire school population. The Chief Academic Officer serves as the designated District Coordinator of School Improvement and is responsible for ensuring campus improvement committees use the Texas Accountability Intervention System continuous improvement framework which includes 7 Critical Success Factors and ESEA turnaround principles to develop improvement plans with the components required for campuses receiving Schoolwide services.

a)

Monitoring School Improvement Plans: The DISD Chief Academic Officer conducts programmatic review to ensure school improvement goals are being achieved using formative reports submitted by Campus Improvement Committees each quarter and summative reports submitted by campus Principals annually. The reports outline program-level and student-level data related to the accomplishment of each Critical Success Factor. The district administrator also conducts budget reviews semi-annually to ensure funds are being used only to address instructional needs that are directly linked to the school's needs assessment and are identified in the school's improvement plan.

b)

Implementing Additional Action: When a Comprehensive School does not accomplish school improvement goals over a period of years, the principal is replaced and a district leader who has a record of success in transforming high need campuses is appointed to the position. In addition to ensuring effective leadership, school improvement strategies are reviewed and refined to ensure all Critical Success Factors are addressed and campus systems and process are reviewed to remove unsuccessful practices. The DISD school improvement process ensures effective administrators lead school actions in high need schools to achieve student and school performance targets.

3)

Duncanville ISD will work with Best in Class Coalition partners to design an ACE or ACE-like model for three DISD campuses. School leaders will attend ACE training to learn about five programmatic pillars of the initiative - effective principals and teachers, instructional excellence, extended learning, social and emotional support, and parent and community involvement. Alexander Elementary will utilize Best in Class and Education Service Center Region 10 recommendations to recruit external consultants to support the improvement committee in developing a school action model that meets the specific needs of the students and school. DISD utilizes the Texas Government code (Section 2269.055) in screening, selecting and evaluating applicants. To screen and select external consultants, the district will consider consultant costs, experience/reputation, quality of services, compliance with rules (relating to historically underutilized businesses), safety records, personnel, and financial capability to complete assignment. The district will evaluate consultants annually based upon successful completion of services and weighted performance criteria. The DISD Chief of Personnel will oversee consultant agreements to ensure compliance with district, state, and federal guidelines.

Statutory Requirement (Conf d)

4)

Duncanville ISD (DISD) will coordinate funds from a variety of funding sources including Foundation School Program, Title I, Title III, State Compensatory Education, and the Duncanville ISD Education Foundation to maximize effectiveness of grant funding. DISD funds to be coordinated to conduct planning and implement the turnaround program include: professional development (training and substitutes), personnel (instructional coaches), transportation (students to school and extended learning), instructional materials, Texas Department of Agriculture Food and Nutrition Division food service (student meals), and Duncanville ISD Education Foundation (funds beyond the normal operating budget for educational programs and activities for students and staff).

Duncanville ISD leaders have experience in restructuring schools using innovative models, technical assistance, and all appropriate funding sources to improve student performance. Alexander Elementary leaders will work with the Chief Academic Officer, TEA technical assistance, and community partnerships to locate and utilize all available funding sources to enable full and effective implementation of plans.

5)

The Comprehensive campus will create an Alexander Elementary Improvement Plan to ensure comprehensive change in the structure and systems of the school. Duncanville ISD will ensure the Acton Elementary Improvement Committee has operational flexibility to refine practices and policies to effectively implement turnaround strategies. Core ACE components to be considered include:

- (1) Restructure the campus staffing plan to recruit, interview, and hire highly qualified and certified Texas teachers who have proven success in working with high need learners in grades PK through 4th grade.
- (2) Restructure the salary schedule to include incentives for administrators and teachers employed in Comprehensive Schools;
- (3) Restructure teacher schedules to include ongoing Professional Learning Communities meetings in each subject area to design classroom instruction based on data, and design intervention and enrichment instruction;
- (4) Restructure professional educator evaluation protocols to emphasize student growth and achievement;
- (5) Extend the hours of operation of the school to six o'clock to offer ACE intervention, enrichment, and safety activities;
- (6) Restructure course curriculum and Parent Teacher Association offerings to include character building training and strategies for stakeholders;
- (7) Redefine family and community partnerships to include participation in activities that focus on school beautification, family education, safety, and social services.

Duncanville ISD will ensure the campus receives ongoing, intensive technical assistance and related support from the district and external consultants to modify campus and district policies as appropriate during planning to promote and encourage school improvement.

6)

Alexander Elementary will utilize evidence-based core components from the Accelerating Campus Excellence (ACE) initiative to implement successful school reform. The ACE initiative was designed based on national research surrounding the principle that transforming schools requires strong principal leadership and effective teachers coupled with an environment of high expectations for students and staff. Elements of the following five evidence-based strategies to be considered include: (1) Effective Principals and Teachers – developing a strategic staffing plan, refining teacher evaluation systems to focus on significant student growth and achievement, and signing or performance incentives, targeted professional development. (2) Instructional Excellence – restructuring educator schedules to include ongoing training, data collection and analysis, administration of common assessments, content area PLCs, and peer observations with coaching and feedback. (3) Extended Learning – restructuring campus schedules to include extended instruction to provide intervention and enrichment, extending food services to provide dinner, and extended day bus routes. (4) Social and emotional support: Campus classes restructured to include intentional leadership strategies to create and maintain positive relationships between adults and students, student leadership practices to reduce student suspensions and disciplinary issues, and incentives for students to increase positive behavior. (5) Parent and Community Partnerships - New partnerships with community organizations formed to provide increased communication protocols between stakeholders, wrap-around services, campus beautification efforts, and improved collaboration with established Parent Teacher Associations.

TEA Program Requirements

TEA Program Requirement 1: Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. ***Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

Select one school action model below:**Select how model will be managed:**

- ☐ Restart a struggling school
- ☐ Create a new school
- ☐ Replicate a successful school (must select Partner-managed option)
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☒ Exploratory planning (type of model management does not apply)

- ☐ District-managed
- ☐ Partner-managed

TEA Program Requirement 2: Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

In March of 2019, the Chief Academic Officer led the DISD Leadership Team and stakeholders from Alexander Elementary in researching school action models and evidence-based reform initiatives.

School Action Models: The Alexander Improvement Committee reviewed student and school data from the comprehensive needs assessment and set goals for school improvement: (1) Create a strategic staffing model to employ effective educators; (2) Restructure the academic plan to increase student achievement; and (3) Develop a positive school culture to increase student success. Once goals were selected, the committee set Critical Success Factors and identified research-based intervention activities: (1) Increase Teacher and Principal Effectiveness: establish rigorous, transparent, and equitable recruitment, evaluation, and retention systems for teachers and principals that take into account student growth as a significant factor; (2) Improve Academic Performance: Restructure teacher schedules to provide specified planning and collaboration time for teachers in vertical subject area teams. Establish a model of frequent observation, coaching and feedback; (3) Increase Use of Quality Data to Drive Instruction: Provide staff ongoing, job-embedded professional development in using ACE data strategies to analyze information and provide differentiated instruction for targeted subpopulations; (4) Increased Learning Time: Establish a K-4 intervention model for Reading and Math. Restructure campus schedules to enable students to attend intervention and enrichment sessions in Reading and Math; and (5) Family Involvement: Develop and sustain partnerships with community organizations providing wrap-around services, including but not limited to social service organizations, after-school programs, and early education programs.

After identifying the reform goals and Critical Success Factors, the improvement committee used Texas Accountability Intervention Framework (TAIS) Continuous Improvement Process information to review the components of four school action models and determine the model that best addresses student and campus needs: (1) Restart a struggling school by implementing the Accelerating Campus Excellence (ACE) model, or implementing an ACE-like model; (2) Create a partner or district managed new school; (3) Replicate a successful internal or external model as either an innovation or turnaround partnership; and (4) Reassign students from a struggling school to a high-performing school. The committee determined the turnaround model would be most effective in meeting Critical Success Factors to meet campus goals.

Evidence-based Reform: The committee researched evidence-based initiatives implemented through Texas Partnerships to improve kindergarten through fourth grade achievement in Reading and Math. While studying the ACE initiative, the team found 30% more K-2 students on ACE campuses mastered state standards in Reading compared to non-ACE campuses. Additionally, students in ACE campuses saw gains on 13 of 14 STAAR tested subjects. Based on ACE evaluation results, the turnaround model using ACE or ACE-like components was selected for campus reform.

Once the school improvement model is created, ACE evaluation tools will be incorporated into the campus plans including a teacher climate survey administered twice each year and an ACE program evaluation administered at the end of each project year. Utilizing the same analytics for all districts to benchmark progress will enable the district to compare program effectiveness of the DISD model with non-ACE campuses and to share results with stakeholders.

TEA Program Requirements

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

The mission of Duncanville ISD is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society. The district cites five goals with correlated objective in the strategic plan for school reform: Goal 1: Focus on Student Success: (Obj. 1) Students will meet or exceed expectations on state/national assessments to prepare for postsecondary education; (Obj. 2) Teachers will engage every student in meaningful learning through a written, aligned, comprehensive curriculum; and (Obj. 3.) Students will possess the skills to be productive citizens of a global society. Goal 2: Focus on students, schools, and communities: (Obj. 1) Families will have access to various organizations which provide social service resources; (Obj. 2) Students at every grade level will have opportunities to participate in co-curricular and extracurricular activities; and (Obj. 3) The district will provide a safe, nurturing, learning and working environment. Goal 3: Focus on Operational Excellence: (Obj. 1) Design a systematic approach for internal/external communications; and (Obj. 2) Staff will use continuous improvement tools to increase the effectiveness/efficiency of processes and procedures. Goal 4: Focus on Employees and Operational Improvement: (Obj. 1) Attract, recruit, and effectively induct the best staff for student success; and (Obj. 2) Recognize and retain staff members who exemplify DISD's mission, vision and values.

The grant plan was designed to ensure the district's vision for achieving student and school success is accomplished. Creating a staffing model to hire and retain teachers with success in using comprehensive curriculum and intentional leadership strategies to improve student achievement will be an essential component of the project. Operational excellence will be achieved through the development of systematic models for data-use, character education, coaching, family engagement, and educator evaluation to promote community involvement and improve student performance. Through the initiative, district and campus staff members will have opportunities to attend training to develop content knowledge and skills in their assigned teaching area to improve teaching and learning. Educators will be recognized and celebrated for significant student and school accomplishments. It is through the strategic stakeholder team in planning, implementing, and evaluating the Alexander School Action Plan that the Comprehensive school will achieve the shared vision of each child writing their own success story.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

Duncanville ISD operates under the Earned Autonomy theory of action. DISD is a TEA District of Innovation. A District of Innovation Advisory Committee was formed composed of teachers, parents, administrators, business partners, and community members to develop the plan based on student, school, and community needs. The Innovation Plan created enables DISD campuses to request local control and decision-making power regarding the school calendar, length of the instructional day and staffing. Once the plan was approved the plan in May of 2017, a district Director of Innovation was hired. Each year, the Director of Innovation presents the DISD Innovation Plan to each campus-based improvement committee. The Director works with the committee to ensure innovations proposed for school improvement are clearly aligned with the district's innovation plan. The Director works with campuses during the year to implement innovations. The process ensures each improvement plan supports the Board in achieving student outcomes goals while operating within Board constraints.

The proposed School Action Planning project accelerates the Earned Autonomy theory of action to achieve the vision, mission, and the goals of the DISD Board of Trustees. TEA program managers and Best in Class technical assistance partners will work with Alexander Elementary to restructure the school calendar to include improvement committee meetings and trainings during summer months. The school will redesign the instructional day to implement vertical subject area team meetings, intervention and enrichment activities, professional development and coaching activities, and frequent educator observations. The planning grant will change staffing processes including recruitment and hiring criteria to increase the number of highly qualified and effective instructors. Alexander Elementary students, families, educators, and community partners are committed to the project which will transform the school into a high performing campus.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

The Chief Academic Officer will oversee the implementation and evaluation of the planning grant. The district leader is a certified Texas administrator with vast experience in successfully managing TEA school improvement grants including School Redesign, Texas Title I Priority Schools, and Educator Excellence grants. The administrator will work with the School Action Coordinator to complete grant activities and reporting requirements on time and as required by the TEA.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

- | | |
|---|----------------------|
| 1. LEA's student enrollment | <input type="text"/> |
| 2. Enrollment of all participating private schools | <input type="text"/> |
| 3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2) | <input type="text"/> |
| 4. Total current-year grant allocation | <input type="text"/> |
| 5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit | <input type="text"/> |
| 6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5) | <input type="text"/> |
| 7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3) | <input type="text"/> |
| LEA's total required ESSA PNP equitable services reservation (line 7 times line 2) | <input type="text"/> |

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

School Action Grant Coordinator salary and fringe

70,000

Professional Staff - Extra Duty Pay

5,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Matched School Action Partner - required 25% of grant award

75,000

Consultants to review and evaluate models (evaluation, coaching, family engagement, etc)

35,000

Consultant to design and evaluate common assessment system for Reading & Math

15,000

SUPPLIES AND MATERIALS (6300)

Coordinator laptop, printer, office supplies and curriculum materials

31,000

OTHER OPERATING COSTS (6400)

Travel to TEA required events

8,000

Travel and registration fees for professional development

50,000

Travel to ACE meetings for planning purposes

2,000

CAPITAL OUTLAY (6600)

Total Direct Costs

291,000

Indirect Costs

9,000

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

300,000